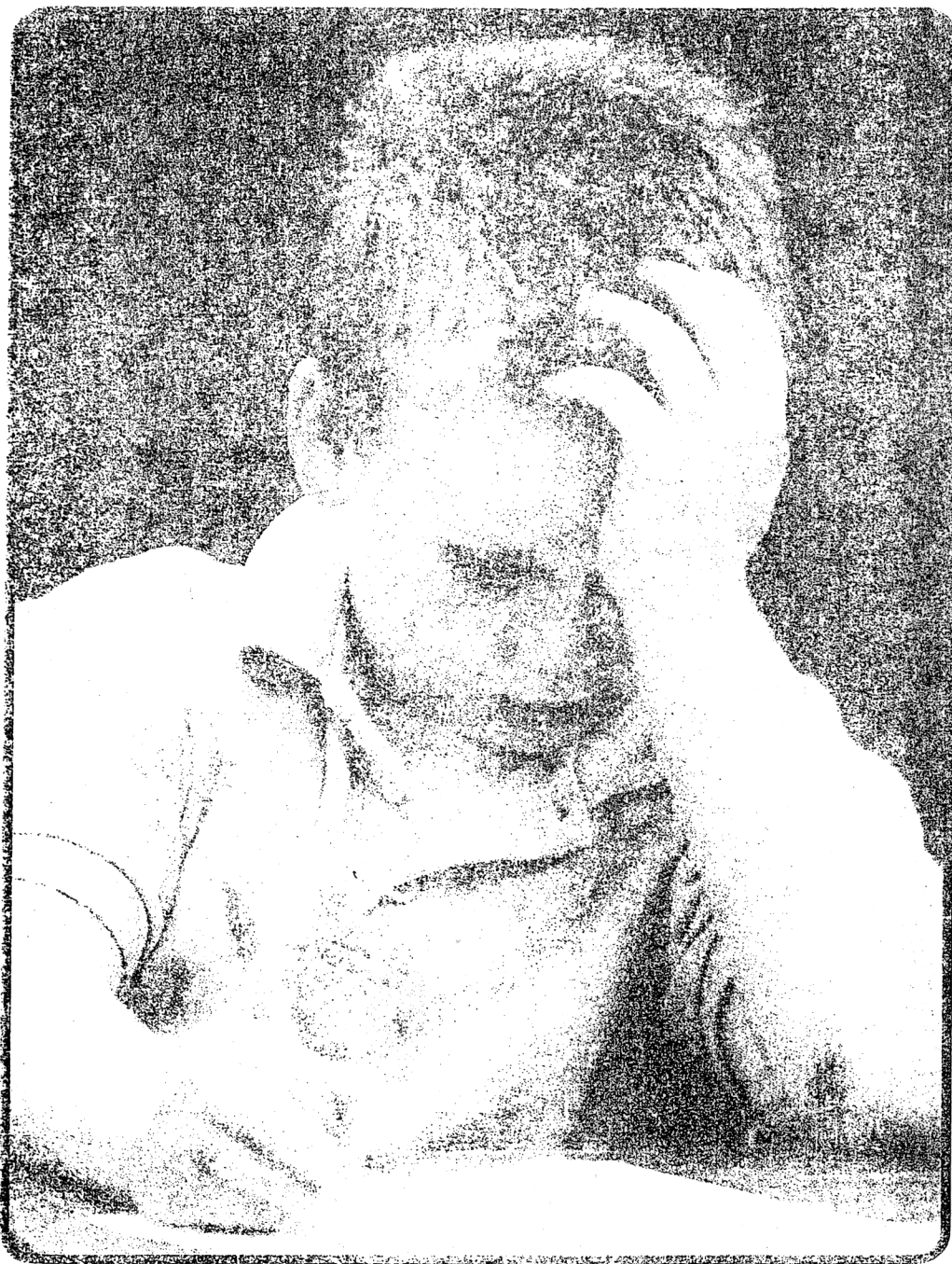


# CATS Assessment

## 2005-06

41721  
Annotated



# STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

## Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan Adaptations").

\_\_\_\_\_  
Student Signature

IEP/504 Plan Adaptations (requires teacher signature):

\_\_\_\_\_  
Teacher Signature

## Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

\_\_\_\_\_  
Student Signature (optional)

**Required Verification Signature:** It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

**Optional Permission:** The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide re-scoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide re-scoring activities even if neither statement is signed.

# 2006 PORTFOLIO SCORING STUDY\*

## KENTUCKY WRITING PORTFOLIO Table of Contents Grade 4

Student Signature Sheet Included and Signed

☒ Y ☐ N (Circle one)

Fill In Number Selected	Category/Destructor	Page
1	<i>Reflective Writing</i> (Include 1)	
	Title: Dear Reviewer,	1
1	<i>Personal Expressive OR Literary Writing</i> (Include 1) <i>Personal Narrative, <u>Memoir</u></i> <i>Story, Poem, Script</i>	
	Title: SOX The Cat	4
1	<i>Transactive Writing</i> (Include 1) <i>Various Real-World Forms</i>	
	Title: Dear Mrs. T ,	7
3	Total (must equal 3)	

March 21, 2006

Dear Reviewer,

Whew! I am overwhelmed with joy that portfolios are finally over!

To me, writing is compared to the life cycle of a frog. While a portfolio is an

embryo, which is an egg, it's just a thought or idea. When it becomes a frog,

a portfolio is ready for a final draft. In this letter, you will discover how my

writing is compared to a life cycle of a frog.

The first step of writing is the egg, known as the idea. When it is an

egg, it is not fully developed yet. An egg will need time to hatch into a

tadpole, just like an idea about to develop into a brainstorm. I discovered my

ideas from Mrs. because she gave examples of proficient and

distinguished portfolios. Those ideas traveled into my mind, creating

thoughts for my portfolio. However, I don't want to be guilty of using the

same thoughts. I want to create my own thoughts such as this letter,

comparing my writing to the life cycle of a frog.

The next step of writing is like the tadpole, which is the

brainstorming. When your portfolio is a tadpole, you'll have to brainstorm

some ideas to make it into a four square model. This model helped me

tremendously by organizing my thoughts. Before I learned this organizing

strategy, my thoughts were leaping everywhere like a frog leaps on a lily

Analogy does  
not work.

acceptable  
word  
choice

Complex  
sentence

Attempts  
to establish  
a narrowed  
purpose

complex sentence

word choice (w.c.)  
"using"  
"you"  
"and"  
"me"  
needs  
to be  
consistent

transition

Reflection



Reflection  
pad. Thanks to this model, my paragraphs are organized and transition one to another.

transitional phrase  
After that step, you're ready for your tadpole to become a tadpole with legs, which is your rough draft. Don't worry; if you misspell a word or make a mistake, it's fine. In a rough draft or sloppy copy, you're mostly worrying about getting your thoughts on your rough draft, not about correcting. Your correcting stage will be needed later. You're getting closer to being a frog! some attempt to communicate with audience

irrelevant support  
Continuing on the next step, your tadpole with legs is becoming a frog with a tail! The frog with a tail is your revising and proofreading step. While it is a frog with legs, you must find and correct errors and mistakes such as misspelled words and wrong punctuation. I added details by using vivid verbs and snap shots. Snap shots are words that illustrate pictures in the reader's mind. comma usage for example in my memoir, I included onomatopoeia words such as, "swoosh" and "crash"! This improved my writing by giving my reader pictures. WC. Your frog with a tail is almost a full, grown frog!

The final step of writing is your fully-grown frog. When you've made it this far; let me be the first to say, "Congratulations!" But wait! You haven't finished yet! Remember, you still have to finish your final copy! Your final copy may be the ending of the portfolio, but don't be fooled by

Summarizes steps of writing process - does not reflect on his/her growth through the process

your final copy. Trust me, it is not your final copy! You'll have to go back to the revising step to answer the questions your teacher has given you. By

answering these questions, it will improve your writing by giving more details. If the teacher likes your portfolio, the teacher will agree that it is

finished. If the teacher still thinks it needs changes, you have to revise it

again. The choice is yours! Make those changes and be the best you can be,

or don't make the changes, and get the score you deserve! I don't know

about you, but I want to make those changes, and be the best I can be!

At last, my portfolio is an adult frog. So let's review, your ideas are an

embryo, your brainstorming is your tadpole. Next is your rough draft, which

is your tadpole with legs. After that you have your frog with a tail, which is

your proofreading, and finally, your adult frog, which is your final draft!

"Congratulations!" My portfolio is an adult frog! If you thought my letter

was a splash, dive in for my other portfolio pieces! Oh! By the way...

Ribbit! Swoosh! SPLASH!

Sincerely,

A Very Hard-Working Fourth Grader

irrelevant  
support

voice

irrelevant  
support

W.C.

W.C.

Memoir

## SOX The Cat

Voice

Crash! Meow! Swoosh! There he goes! Rip! Meoooow! There he goes

again! Its ... Sox! Sox was the most wild thing on this earth! Sox was a cat... but he wasn't normal! (really loved sox because he always loved me.)

used to play games with him and his wild self. Oh! That reminds me...

I remember when Sox wanted a bed to himself. My parents wouldn't let him stay on the bed. Also, J and I wouldn't either because we were

too tired of him meowing in our faces. J is my older sister. Then, it

happened. <sup>voice</sup> He had his weird brain going. He crept into my room. I heard a small creek! <sup>spelling</sup> But I didn't know what it was. Sox <sup>strong verb</sup> inched his way to my bed.

Then, he jumped on the smooth, white counter, and then on my rough,

brown dresser. I did not know what he was doing. I thought he was

practicing for the circus! But he wasn't! And then... <sup>\* Contradiction of meaning.</sup> Whoosh! Kerpow! I

couldn't believe my eyes! Sox had just jumped on top of my bunk bed!

Right on top of the hardest thing for a cat to climb! I learned not to

<sup>strong verb</sup> underestimate the strength of Sox!

Thinking of another reason why I loved Sox, I used to play games with him. I remember one game that we used to play and that game was fishing. Sox was the fish. Actually, he was a catfish, and I was the

Compound Sentence

fisherman. My rod was a long piece of string, and my bait was a toy elephant. <sup>logical transition</sup> Then I climbed into my boat, which was the red chair. Next, I reached for my enormous string and threw the string beside the red chair.

The elephant was tied on to the end of the long string. Sox would see the elephant, teasing and taunting him. Sox loved to put his claws through a soft toy. He would be on the floor, lying down, holding his claws by trying to sit on them. He couldn't resist putting his claws through the elephant. Before I <sup>effective transition</sup> knew it, I felt a humongous, Thwack! Riiiiip! Sox had just stuck his claws in the side of the toy elephant. Quickly, I reeled him up. There he was,

dangling from the string. I caught the catfish! I showed my dad what I did. He thought it was funny! I thought it was funny too!

*Didn't bring why  
back to he loves  
Sox.*

Thinking of the last reason why I loved Sox was because he was brave. If he were in a good mood, he wouldn't be after a fight with Tiger, Jr.'s cat. Jr. got Tiger when she was 5 years old. Aunt got Tiger at a pet store. Tiger was the first cat in the house, however Sox was stray. My dad caught him in a pool net dipper. Anyway, Sox would always get into a fight with Tiger. It would be a full speed chase! There would be bursting energy from the battle. Tiger and Sox were pretty fast! But Sox was faster! Sox always won because Tiger always ran away!



One time, Sox faced Abby, my mother's dog. Abby was vicious, showed no mercy, and would tear your leg off. Abby got a good claw in her back. Sox still won! Sox wasn't scared of Abby! Sox beat up Abby! Abby whimpered because she got hurt. During the fight, I felt confident that Sox would win. This is an important event because I liked to watch Sox fight.

All of these reasons tell you why Sox the cat was special to me. Sox was special to me because he was strange, he played games with me, and he was really brave. What I learned from Sox was responsibility. I showed responsibility by doing my chores such as feeding and giving him water.

This aided me in the future because I have gained more trust from my parents. <sup>Lapse</sup> But one day, Sox ran away. I felt very lonely and empty inside. I will never forget Sox because of remembering his strangeness.

6  
Descriptive  
Language  
Impacts  
Reader  
Through  
Play on  
words  
to enhance  
meaning

irrelevant  
detail

120 Autumn Lane

KY.

Jan. 4, 2006

Dear Mrs. T ,

\* Logical Organization

When you were a kid, did you wish that physical education classes were longer? Did you have a favorite sport? Did you love playing basketball? Fitness class is my favorite special, but there isn't enough time for this special. That's why I'm telling you this. There should be more time for the students at C.C.E.S. to exercise and play sports. If there were more time for gym, kids would get enough exercise, our physical education teacher Mrs. could have more time to teach, and kids would lose weight and learn more lessons like soccer.

Authentic purpose

Compound, Complex Sentence

Logical Effective Transitional Element

→ One reason to have more gym for the students at C.C.E.S. is to get enough exercise. Getting enough exercise can keep your body active, it will help you learn more things such as basketball, baseball and soccer, and it keeps your heart pumping. It helped me get healthy, strong, and active when I play sports. In research, I found at least three reasons what exercise does for the human body. First, it reduces the risk of premature death. Second, it reduces the risk of developing and or dying from heart disease. Last, it reduces high blood pressure or the risk of developing high blood pressure.

Compound Sent.

precise word choice

support

transitions used effectively

The students need to know about these things because they might be affected by one of these conditions. This is a good reason to have longer gym time.

Another reason to have more time for physical education is because

Mrs. would have more time to teach. If there were more time for gym, Mrs. might be able to have time to talk about getting healthy and staying healthy. Also, we can probably finish one unit in at least two days, and we could finish all of our state content before the end of the school year. We would also have more time to gain a lot of knowledge about fitness skills. This is important because when the students grow up, the students will know how to play and know the rules to every sport.

The last reason to have more gym time is because kids can lose weight and learn more lessons. If kids lose weight, they will be really strong, they won't be as tired, and they will be very healthy. Also, we could learn how to rock climb, how to roller skate, and to know to play a lot of sports.

This is important because it helps their abilities, their endurance, and their strength. Even though our school has Take Ten, a program for learning

exercising and eating habits, we forget about this program. But if we had extended gym time, we the students would be able to get our exercise in and start being healthy.

acceptable  
word  
choice

8

support

Complex  
Sentence  
details

Use of  
transitions  
moves  
reader  
through

support

Complex  
Sentence

precise  
word  
choice

awareness  
of  
audience's  
needs

Awareness of  
audiences needs

Our school would be a better place if we the students had more

future  
image

Physical Education. It would give the students more exercise, it would give

Mrs. more time to teach, and kids would lose weight and

learn more lessons <sup>?</sup> such as football. I can see the students at C.C.E.S.

becoming athletes in the future. We may have the next Peyton Manning in  
our school! And that's exactly why we need more exercising time.

Sincerely,

A Fourth Grader